

# THE ABC MODEL OF MANAGING BEHAVIOUR

This approach is based on the premise that by focusing purely on the behaviour, you are unlikely to alter or reduce its frequency. Negative attention tends to reinforce difficult, challenging or unacceptable behaviour.

The ABCs are:

- \* A - antecedents;
- \* B - behaviour;
- \* C - consequences.

## **Antecedents**

These refer to the contextual and causal factors of behaviour, such as:

- \* the school in relation to its culture and ethos;
- \* teacher and adult behaviour - how is this presented and expressed?;
- \* the classroom - is it a place that has a positive and purposeful atmosphere, where pupils and teachers feel valued and work together in a supportive and safe environment?;
- \* a pupil's background is a powerful setting factor for behaviour;
- \* there may be in-child factors: specific medical, psychological or neurological conditions that need to be addressed;
- \* the curriculum should be clearly matched and differentiated - there should be planned continuity and appropriate progression;
- \* the style of communication, body language and the language used are significant and powerful factors in setting a positive and purposeful climate in the classroom;
- \* are rights, rules, routines and responsibilities clearly visible and understood (often referred to as the 4 Rs)?



Most pupils are responsive to the 4 Rs of behaviour management in terms of:

- \* understanding the rights of others to learn;
- \* seeing the need for rules;
- \* accepting and conforming to class routines;
- \* exercising appropriate responsibility for their behaviour.<sup>1</sup>

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<sup>1</sup> Marilyn Small 2008



## Behaviour

- \* How is challenging, unacceptable or difficult behaviour expressed?
- \* Where does it fit on the continuum of need in relation to personal, verbal, non-verbal and work-skills levels?
- \* What is the goal of that behaviour: attention seeking, demonstrating power, seeking power, or is it escape by withdrawal?

## Consequences

There will be consequences to inappropriate behaviour, which may result in extreme and difficult situations, or the consequences may be fairly minor. Consequences follow for both teachers and pupils.

- \* How will you as the teacher influence those consequences?
- \* Will there be a desired and successful outcome to your actions?

The underlying approach of this model is to address the antecedents - the setting factors. The emphasis is on the belief that by addressing the antecedents to behaviour you are focusing on the contextual issues.

<sup>2</sup>

